Outline below how you would use this lesson with children
(Note a, b, c above)

BEGIN TASK C-2 ON NEXT PAGE.

Task C-2:   PREPARATION OF A SEQUENCE OF LEARNING TASKS FOR THE GIVEN
            OBJECTIVE.

OBJECTIVE:

_____

_____

_____

_____

SEQUENCE OF LEARNING TASKS:

(If you have more than two tasks, submit them on additional pages)

Task 1

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Task 2

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Discussion of Responses

Using the questions listed below, analyze your sequence of learning tasks.

CHECKLIST

Check your response in the appropriate space:

		Yes	No
1.	Did you state your objective?	___	___
2.	Do you have a specific learning task for each of the enabling objectives?	___	___
3.	Does each learning task state what the student is given to work with?	___	___
4.	Does each task state what the student will be required to do?	___	___
5.	Have you stated what the student will record in order that you might assess his learning experience?	___	___

Directions

1. If you have answered "yes" to all the questions, submit your sequence of learning tasks to your instructor for assessment. Also submit your responses to Task C-1 to your instructor.

2. Follow the directions of your instructor. If your instructor deems your sequence of learning tasks satisfactory, proceed to the next circled item on your Decision Chart on page 10.

3. If you could not answer "yes" to all the questions, review the explanation given in this activity for the development of a sequence of learning tasks and redo.

4. Submit your sequence of learning tasks to your instructor for assessment.

5. Follow the directions of your instructor.

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ACTIVITY D

Objective: Given a specific objective related to the study of area,
you will prepare a satisfactory sequence of learning
tasks that can be developed into a set of lessons for
ten- to twelve-year-old students.

Before beginning this activity, you may wish to reread the
discussion of learning tasks and sequencing at the beginning of this
section, pages 185-186. Review the objectives of Element VII, page 161,
and keep them in mind while doing this activity. When you have
finished writing in your plans and suggestions, turn to page
and check your responses. You might also want to refer to some
of the books listed in Activity 2 of each element in Section I. Now
begin.

Task D-1
Consider the following problem-solving situation:
In pioneer days when land was plentiful and almost everything
else was very scarce, a man in the Midwest had hundreds of acres of
flat grassland, but only 120 yards of barbed wire fencing. He
intended to use the whole length of this wire to fence in a piece
of his land. He thought of various shapes and wondered how many
square yards would be in the fenced-in area. Noting the last
sentence and thinking of a sixth-grade class, indicate the following:

a. How the children might assist in the formulation of the problem.

b. What additions you (as teacher) might make to the children's
suggestions.

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c. What initial hypotheses might be formulated?

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d. How actual testing of hypotheses might proceed and what results
    might be obtained.

.

CONTINUE ON NEXT PAGE.

e.   What insights will emerge from the patterns and results noted:

BEGIN TASK D-2 ON THE NEXT PAGE.

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Task D-2 PREPARATION OF A SEQUENCE OF LEARNING TASKS FOR THE
          GIVEN OBJECTIVE

OBJECTIVE:

_____

_____

_____

_____

SEQUENCE OF LEARNING TASKS

(If you have more than two tasks, submit them on additional pages)

Task 1

CONTINUE ON NEXT PAGE.   200

Task 2

201

CHECKLIST

	Yes	No

Check your response in the appropriate space:

1. Did you state your objective?

2. Do you have a specific learning task
   for each of the enabling objectives?

3. Does each learning task state what the
   student is given to work with?

4. Does each t   . state what the
   student will be required to do?

5. Have you stated what the student will
   record in order that you might assess
   his learning experience?

Directions

1. If you have answered "yes" to all the questions, submit your
   sequence of learning tasks to your instructor for assessment.
   Also submit your responses to Task D-1 to your instructor.

2. Follow the directions of your instructor. If your instructor
   deems your tasks satisfactory, place a check in the appropriate
   column on your Decision Chart on page 10 and proceed to Section III.

3. If you could not answer "yes" to all the questions review the
   explanation given for the development of a sequence of learning
   tasks and redo.

4. Submit your sequence of learning tasks to your instructor for
   assessment.

5. Follow the directions of your instructor.

Section III

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This section is designed to enable you to present and assess one of the sequences of learning tasks which you developed in Section II.

When you have completed this section you should be able to meet the following objective:

Given a group of ten-to twelve-year-old children you will present a satisfactory sequence of learning tasks on the concept of area and assess the appropriateness of these tasks in light of student learning.

Directions:

1. See your instructor. Your instructor will select one of the sequence of learning tasks that you have developed in Section II for you to present to a group of ten-to twelve-year-old students. Your instructor will discuss with you what evidence of learning should be collected as part of your assessment of the lesson.

2. Your instructor will assign you to a group of ten-to twelve-year-old students to whom you are to present and assess your sequence of learning tasks as a mini lesson.

3. Your instructor will provide you with a criteria list with which you are to assess your presentation of the mini lesson.

4. You will present your lesson to the group of students.

5. You will assess your lesson which you have given to these students.

6. Present your assessment of your lesson and the evidence of learning which you have collected as part of the assessment to your instructor.

7. Consult with your instructor as to whether or not you may exit the module.